



U.S. Department
of Transportation
**National Highway
Traffic Safety
Administration**



Program Strategies For Increasing Safety Belt Usage in Rural Areas

NHTSA
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7. Author(s) Steven L. Bradbard, Ph.D., Juanita C. Panlener, and Elizabeth Lisboa-Farrow		10. Work Unit No. (TRAIS)	
9. Performing Organization Name and Address Lisboa Associates, Inc. 1317 F Street, N.W., Suite 400 Washington, D.C. 20004		11. Contract or Grant No. DTNH-22-93-D-05287	
		13. Type of Report and Period Covered Final Report	
12. Sponsoring Agency Name and Address U.S. Department of Transportation National Highway Traffic Safety Administration Office of Program Development and Evaluation Washington, D.C. 20590		14. Sponsoring Agency Code	
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INTRODUCTION

Background

Crash fatality data from the Fatal Accident Reporting System (FARS), operated by the National Highway Traffic Safety Administration (NHTSA), show males, particularly young males, contributing inordinately to the traffic safety problem. Geodemographic analyses describe the problem further by revealing rural areas to be over-represented in fatal crashes. This suggests a need to target young rural males for highway safety countermeasure activity in order to continue the strong gains that have been made in reducing injuries and fatalities over the past 15 years.

FARS data indicate that light truck occupants, particularly those driving pickup trucks, have become an increasing part of the problem during this period of improved safety. Comprising less than 15 percent of total occupant fatalities in the mid 1970s, they accounted for over 25 percent in 1994. Young rural males driving pickup trucks or sport/utility vehicles thus become a target of particular interest for safety professionals.

Almost all States mandate occupant use of safety belts; reflecting consensus that safety belt use is one of the most effective methods persons have for protecting themselves from injury in crashes. The National Highway Traffic Safety Administration estimates that thousands of lives would be saved each year if belt usage increased substantially. While this points to the importance of exposing all segments of the population to belt use messages, the FARS data suggest that targeting young rural males for countermeasures designed to increase belt use would be a judicious use of resources. In fact, belt use becomes particularly important for users of pickup trucks and sports/utility vehicles because of a higher risk of ejection.

Objective

This report provides a guide to safety professionals for developing and implementing programs to increase safety belt use among young male pickup truck drivers who reside in rural areas. It is based on research conducted for NHTSA in rural areas of the South, a region of the country over-represented in pickup truck crash fatalities, according to FARS data. While some of the findings reported may be specific to this geographic area, most of the study

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GENERAL GUIDELINES TO PROMOTE SAFETY BELT USE

During the first and second waves of focus groups, the respondents shared their attitudes, beliefs, and feelings about relationships with family and friends; day-to-day lifestyle within their community; messages promoting health and safety; and issues related to driving and safety belt usage.

During their discussions, they provided important information indicating that strategies promoting safety belt use must consider several key factors. First, the respondents emphasized that they tend to be more affected by the way in which their actions affect those close to them, and less affected by the way in which their own actions affect themselves. Secondly, they related that any message designed to encourage them to use safety belts should be simple, brief, and clearly show the direct consequences of nonuse. Finally, the respondents' comments suggested they harbor many misconceptions about the effectiveness of safety belts, based both on misinformation from key influencers and their own defense mechanisms. Strategies must recognize these misconceptions and use developmentally appropriate social marketing messages to provide the target audience with important new information and decrease their tendency to utilize these coping techniques.

These key factors, when considered along with other data obtained from the focus groups, provided the rationale for offering the following general guidelines to promote safety belt use by young male pickup truck drivers.

A multi-media approach with print, radio, and television public information and education (PI&E) materials would be most effective, although respondents said they do not want to be deluged with information.

The respondents remarked that an effective safety belt campaign should include print, radio, and video materials. Visual images for print pieces such as posters and brochures should be colorful, eye-catching, and show powerful trucks, badly-wrecked vehicles, or other graphic depictions of the aftermath of a wreck. These print pieces should have few words, and deliver a believable message to which the reader can relate. The message needs to be direct and blunt, but does not need to include hyperbole, mocking, or sarcasm. Radio public service announcements (PSAs) should be short and catchy. Sports-related themes for radio PSAs tested well with younger males. Sexual themes grabbed the

GENERAL GUIDELINES TO PROMOTE SAFETY BELT USE

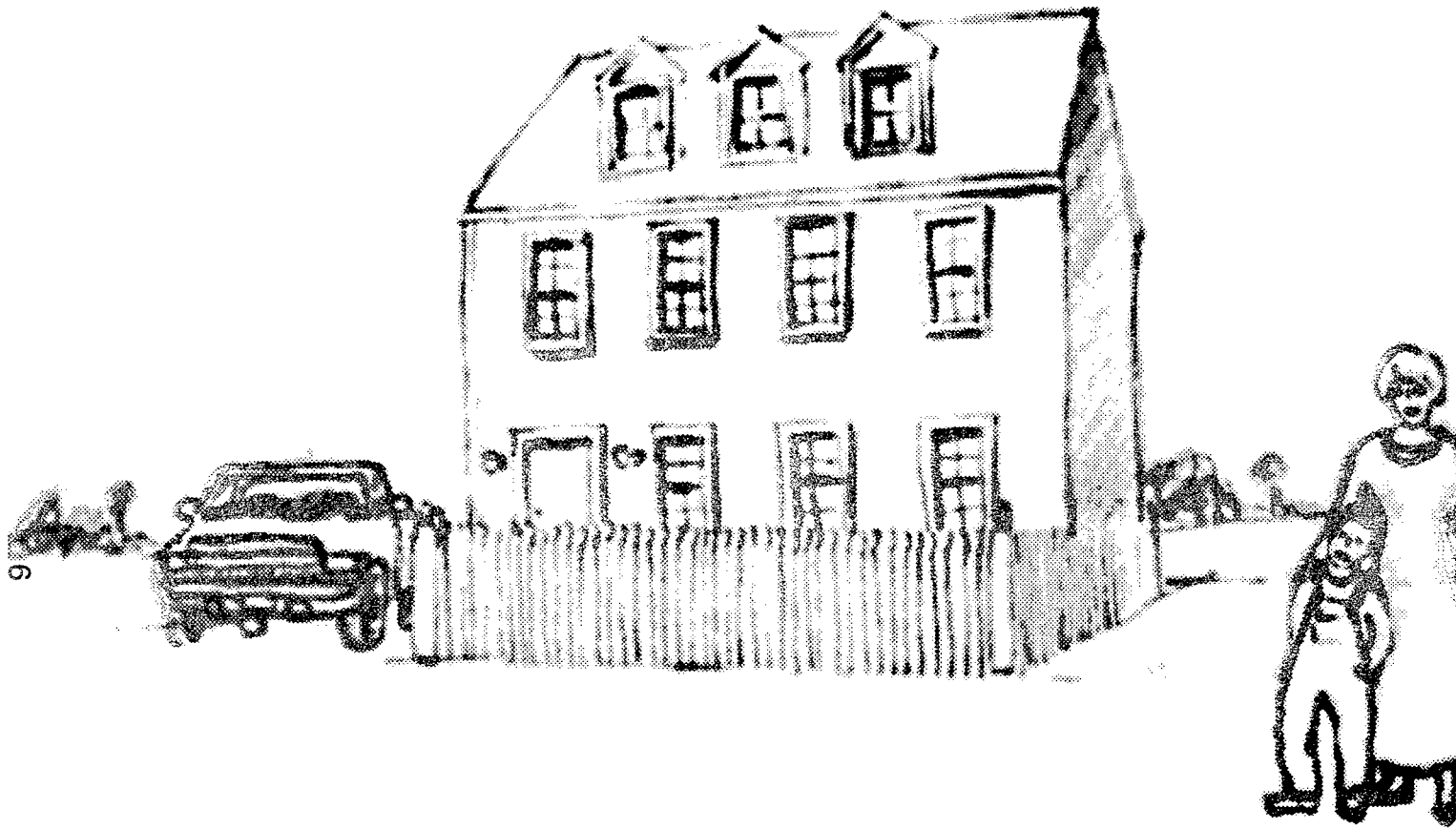
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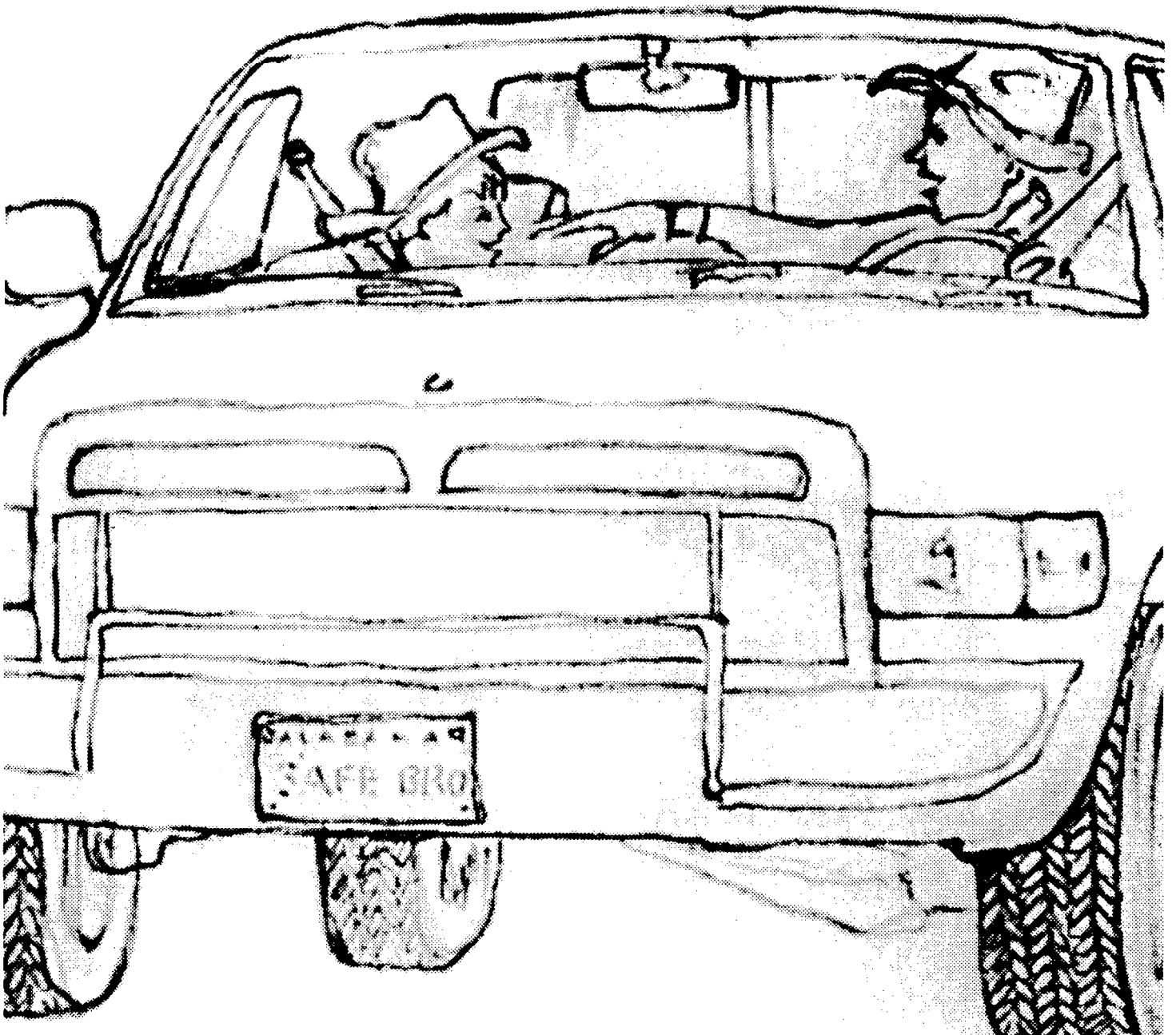
Something might be missing if
you don't buckle up.



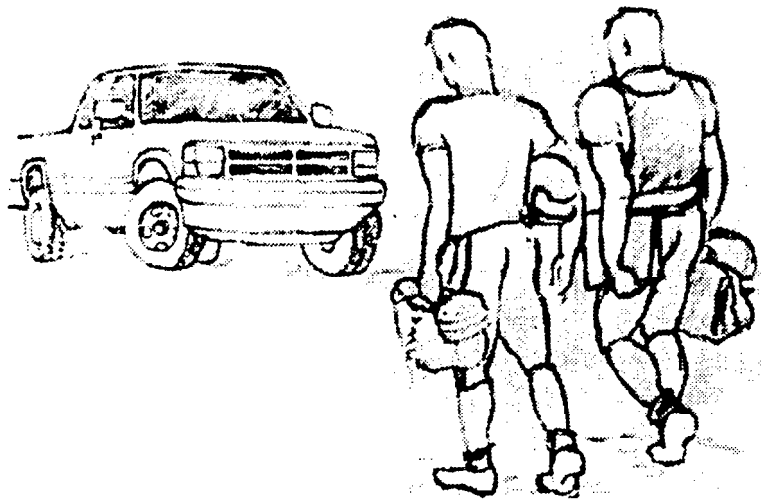
Figure 1

Something might be missing if
you don't buckle up.

Figure 3



Start a new family tradition.
Buckleup.

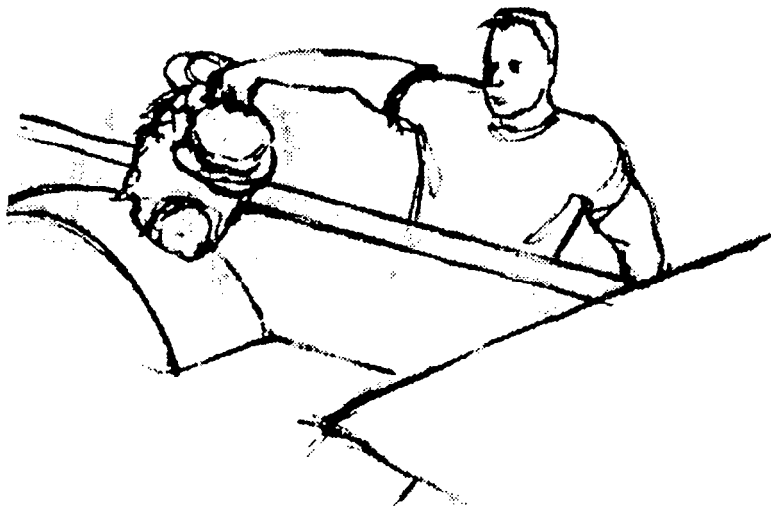


"I'd have to be crazy to play this game..."

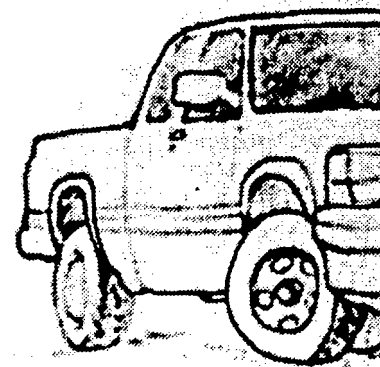
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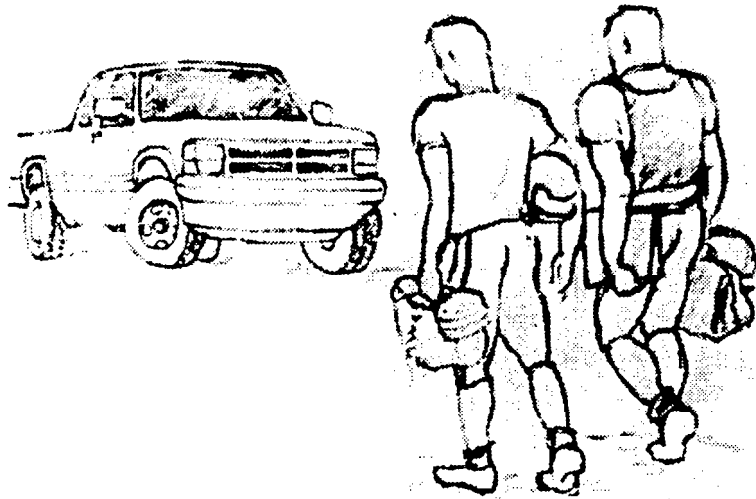
...without the right protection



"And I'd be just as crazy to drive without protection."

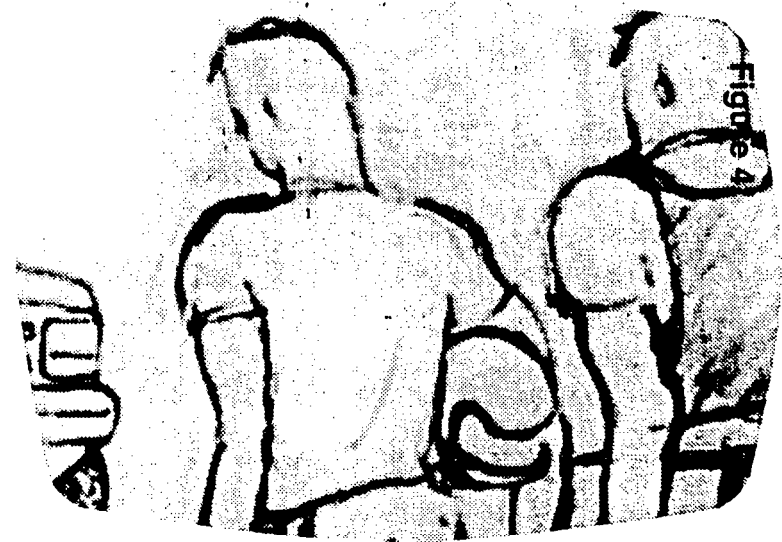


"Listen up. Buckle up."

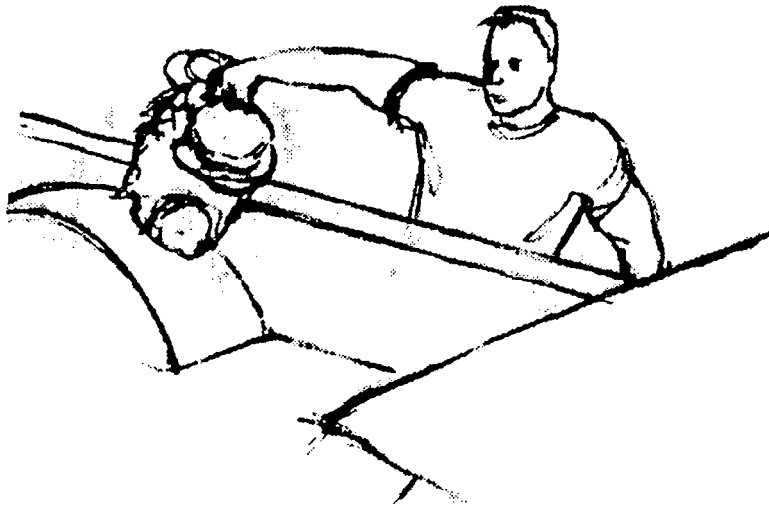


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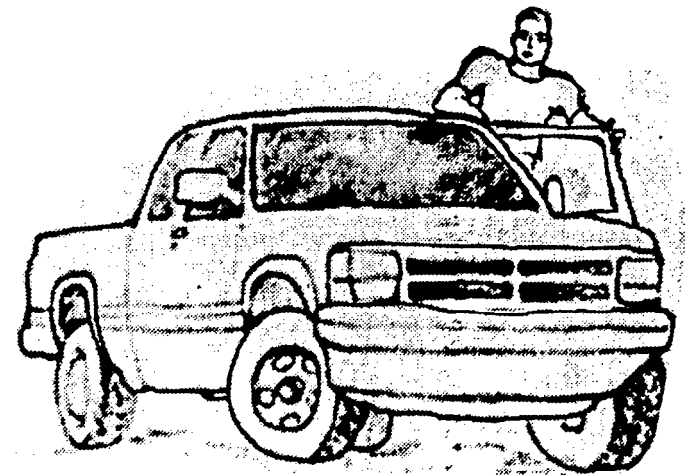
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"Listen up. Buckle up."

The concept of protection serves as an effective message for a safety belt campaign aimed at young men.

The respondents remarked that they were familiar with this theme and saw it as effective in other types of advertising that targeted young males. Many reacted well to print ad and PSA ideas which drew an analogy between safety belt use and other forms of protection (e.g., condoms, football equipment).

Humor is effective as long as it is perceived as witty and not too cute, condescending, or “corny.”

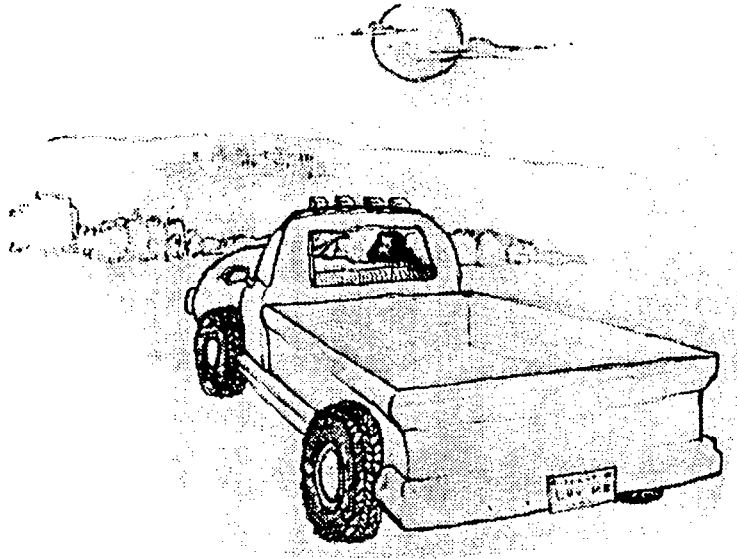
While there was general agreement that a campaign encouraging safety belt use must include “serious” PI&E materials, most respondents reacted positively to some of the humorous ideas that were concept tested. In particular, they enjoyed a mock radio PSA and storyboard for a video PSA (Figure 5) which, at the onset, sounded like a condom ad, but included a surprise ending punctuated by “Always Use Protection - Buckle Up.” They agreed that unlike most radio and television PSAs, they would listen to this one repeatedly, and even tell friends to listen as well.

If possible, build on existing advertising concepts that are preferred by the target audience.

The respondents said they enjoy commercials using popular television characters such as the Budweiser frogs, Wiley Coyote and the Roadrunner, the *Duracell* family, and the Energizer bunny. They suggested using such characters in print and television ads designed to promote safety belt use. During the first wave of groups, one respondent suggested filming a television commercial with the *Budweiserfrogs* encouraging young guys to always remember to “Buc-kle-up.” This idea was subsequently presented to all of the groups, and was received with enthusiasm.

While the idea of spending life in a wheelchair is abhorrent to most, the image of a wheelchair-bound young man may not be a very effective motivator.

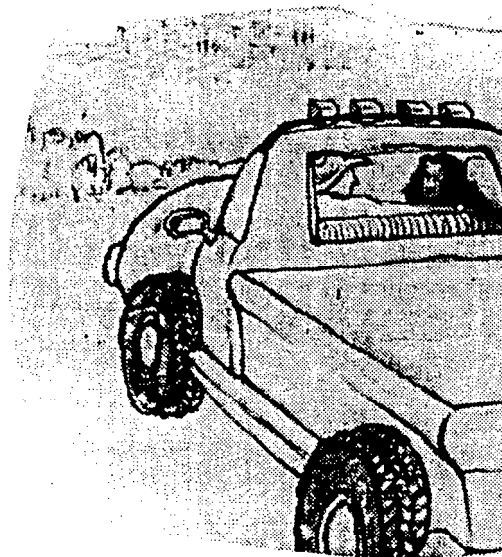
Most respondents said that they would prefer to die than to live in a chronically-incapacitated state. At the same time, reactions to some of the visual concepts using a wheelchair as the primary image indicated that this visual may be so emotionally powerful that it sets the occasion for defenses such as denial, distortion, avoidance, and repression. These defenses serve to effectively protect the viewer from anxious feelings associated with the prospect of spending life in a wheelchair.



Her: "Before we go any further, please put it on."

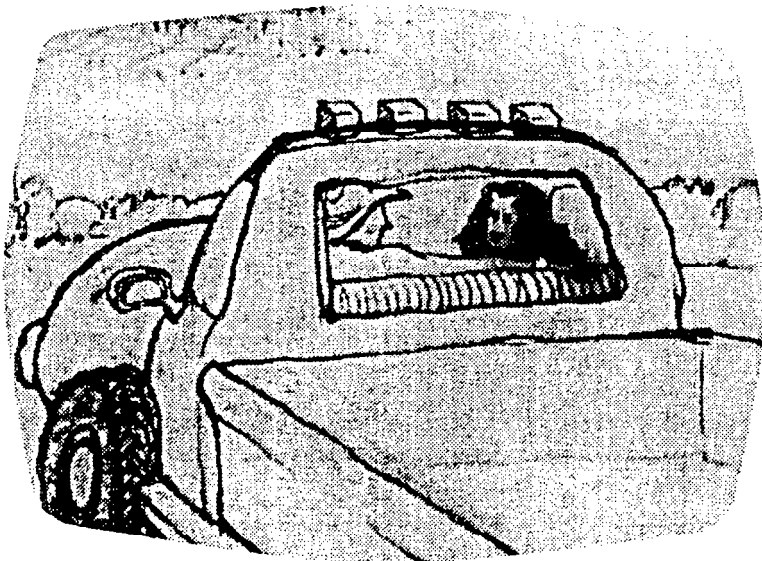
Him: "No, I don't want to."

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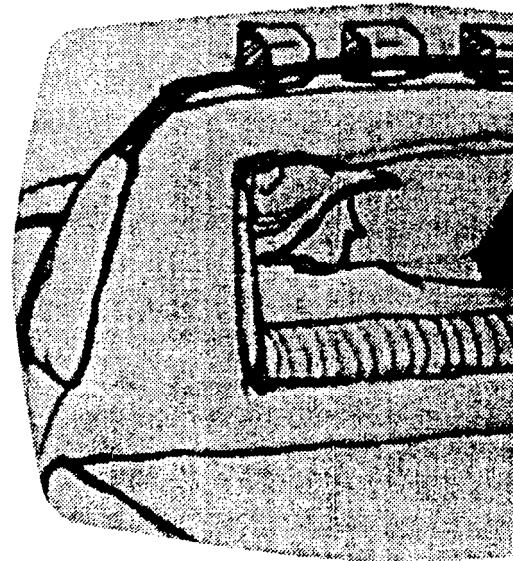
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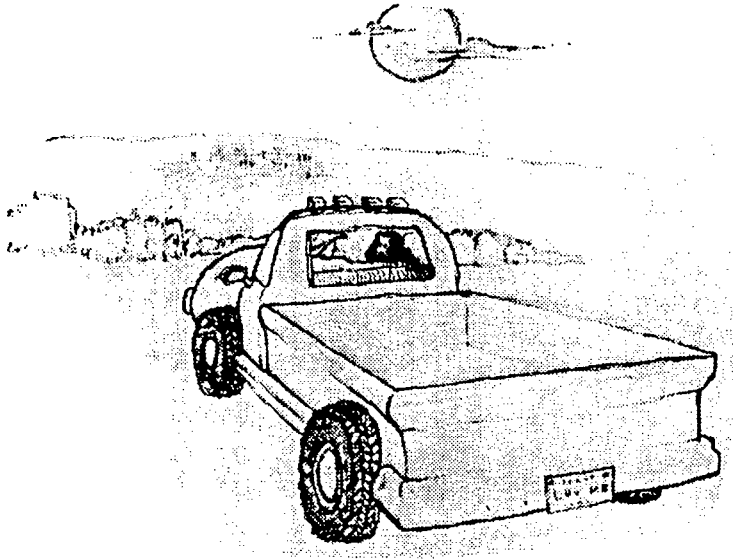
Her: "Please. let's be safe."

Him: "Oh, all right."



Protection is important.

Buckle up.



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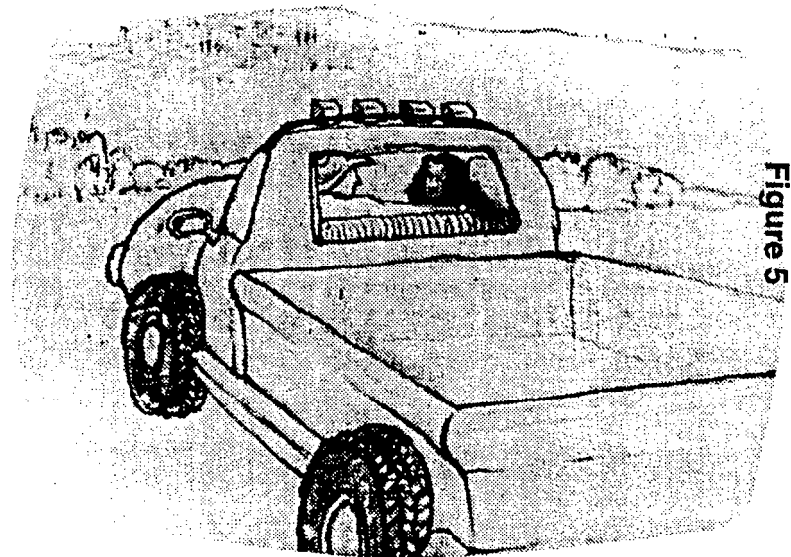
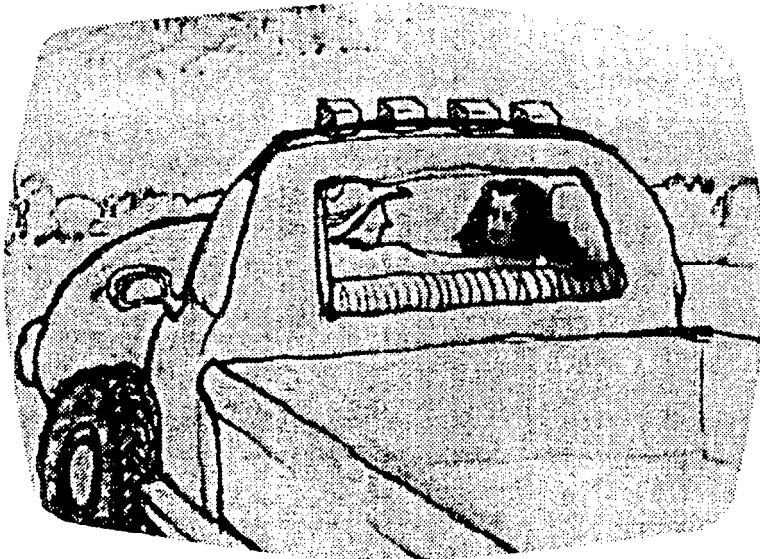


Figure 5

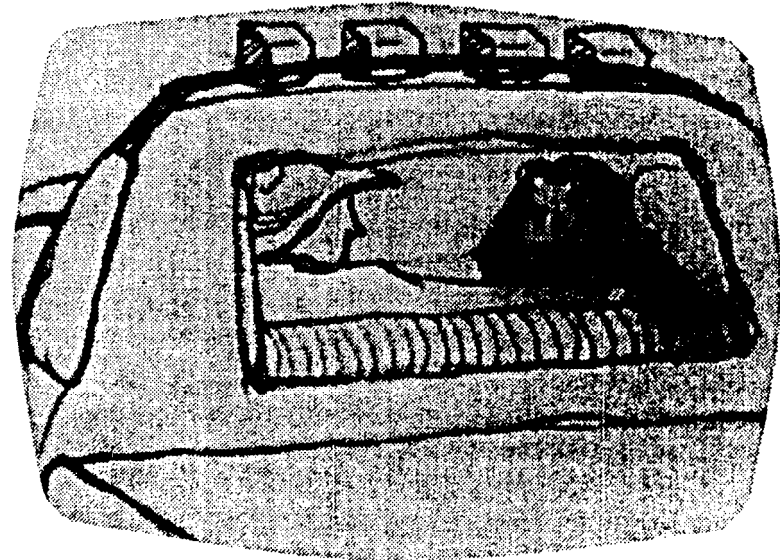
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"I drive different without other kids in the car. I drive real fast when I'm alone, and I don't wear my be/t. I make others wear seat belts, and I drive slower with them. " - Texas

"When I'm alone in my truck, I don't bother with a seat be/t. When I have passengers, I put it on. When I drive with my fiancée, I will make sure she puts it on." - Texas

"If I drink a little, I put a be/t on. It keeps you from getting stopped." - Texas

"I don't consider myself a dangerous driver. I do everything right except wear a belt. " - Kentucky

Institutional Messages and Behavior Contraindicating Safety Belt Use

The respondents remarked that while the state police are often adamant about enforcing the state safety belt law, local police seem to have little interest in enforcement. They have observed that the local police often do not wear safety belts. Also, many respondents said that police and rescue squad professionals have shared stories suggesting that in some situations, not wearing a safety belt saved a person's life.

"Cops don't even wear them here. " - Texas

"A state trooper told me about somebody that would've died if he was wearing his seat be/t. " - Kentucky

"I've heard a lot of stories from the police and rescue squad about people who survived because they weren't wearing a seat belt." - Texas

"I've been in two wrecks, and in both the officer said I probably would have been killed if I was wearing a belt." - Texas

Parental/Family Messages and Behavior Contraindicating Safety Belt Use

While family tended to serve as a major influencer for many of the rural respondents, they said that their older family members often do not wear safety belts. Many also stated that while their parent(s) would probably prefer that they buckle up, they do not consider this preference seriously, and typically face no consequences for failing to wear their safety belt. Some of the respondents remarked that if a younger sibling, child, or girlfriend/wife requested that they buckle-up, they would comply with their wish.

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"It makes me fee/ uncomfortable if I'm in someone's truck and he puts his belt on and I don't, but this doesn't happen much." - Texas

"If a friend (who was driving) to/d me to, I'd wear the belt. why? Respect, and so he doesn't get a ticket." - Texas

"If a friend put his be/t on when he is driving, I would put it on too," - Kentucky

"I'll ask a friend, 'What are you putting your belt on for' I'm not going to wreck.'" - Kentucky

"I'll sometimes wear a be/t if my friend can't drive worth shit." - Kentucky

Role of Fate and Determinism

Many respondents remarked that they believe events in their life are predetermined, and that if they are meant to die in a crash, there is nothing they can do to prevent this outcome. At the same time, a large number said that they recognize they can tempt fate by driving in a reckless, stupid manner. They cited drunk driving as an example. They typically did not, however, view safety belt nonuse as a way to tempt fate.

"What's meant to be is what's meant to be." - Texas

"You can't /et fear be the guiding force in your life." - Texas

"You can't live life scared, but don't act reckless." - Texas

"Don't be stupid; you know when you're crossing the line." - Texas

"I'm not going to drive 70 mph through town and try to get in an accident and then say God meant for it to be." - Texas

"If it's meant to happen it's going to happen. I used to be the safest driver ever, but someone hit me and then I just didn't care anymore." - Texas

"Do I tempt fate by not wearing a seat belt? No; either way I drive the same." - Texas

"When your number is up, it's up, whether or not you're wearing a belt." - Texas

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Role of Fate and Determinism

Many respondents remarked that they believe events in their life are predetermined, and that if they are meant to die in a crash, there is nothing they can do to prevent this outcome. At the same time, a large number said that they recognize they can tempt fate by driving in a reckless, stupid manner. They cited drunk driving as an example. They typically did not, however, view safety belt nonuse as a way to tempt fate.

"What's meant to be is what's meant to be." - Texas

"You can't /et fear be the guiding force in your life. " - Texas

"You can't live life scared, but don't act reckless. " - Texas

"Don't be stupid; you know when you're crossing the line. " - Texas

"I'm not going to drive 70 mph through town and try to get in an accident and then say God meant for it to be." - Texas

"If it's meant to happen it's going to happen. I used to be the safest driver ever, but someone hit me and then I just didn't care anymore. " - Texas

"Do I tempt fate by not wearing a seat belt? No; either way I drive the same." - Texas

"When your number is up, it's up, whether or not you're wearing a belt." - Texas

Negative Attitudes Toward Safety Belt laws and Other Issues Involving Effective Law Enforcement

Respondents in Texas complained that the primary³ safety belt law in the state is largely ineffective, and is certainly not enforced by local police. In Kentucky, which has a secondary⁴ safety belt law, the respondents remarked that the present law is a joke, and that if safety belt use was really that important, there would be a primary law. They also remarked that there is minimal enforcement of the law at the local level.

"You have to remember that when everybody here learned to drive, there was no law." - Texas

"Is it a good law? Yes, if you're doing something wrong and get stopped and you're not wearing it. But it's not good if you get stopped only because you're not wearing it." - Texas

"In (a nearby) town, the local police got tough for three months because the city council told the police to enforce the law. People started wearing their belts because of the fine. You never hear that they do it for safety; they do it for the fine." - Texas

"It's a stupid law. They can't pull you over as a primary offense and its only a \$25 fine." - Kentucky

"If they're going to make it a law and they can't pull you over for it, then it's not a law. If it's not a primary offense, there doesn't need to be a law." - Kentucky

"The seat belt law stinks. If they want to have a law, it should only affect kids. We're consenting adults and we should be able to decide." - Texas

"It's just the county and state trying to get more money out of you." - Kentucky

"This is Small Town USA. We don't have more than 2-3 cops on duty at any one time. The police are under-manned, over-worked, and have to concentrate on more hardened criminals." - Kentucky

³ Primary enforcement allows a law enforcement officer to stop a vehicle solely for observing an unbelted driver or passenger.

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"Cars are more dangerous. A Geo in a crash is history." - Texas

"People get out of the way of your truck." - Texas

"If you're in a pickup, you've got to get hit pretty hard to fly out." - Texas

"I feel more secure in a truck. You can run right over a car if it hits you." - Kentucky

"I feel safer in a truck. You crawl down into a car; I don't like it. I like to climb up into a truck." - Texas

"In a big pickup, when you get hit it offers more protection." - Texas

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"I always listen to my family. My dad wants me to make the right decisions." - Kentucky

"Most of the time if my mom tells me something and I don't do it, it (something bad) will happen." - Kentucky

"I'm not going to let down the people who have confidence in me. I respect my parents." - Kentucky

Peers are also important influencers in their lives. They have known many of their friends since early childhood, and expect to know these same people throughout their lives. Since most do not leave home after high school to continue their education, they do not seem largely affected by new, outside influencers during their late teens and early twenties. They are conformists because it is expected that they will conform to "local norms," and they react to new ideas presented by outsiders with suspicion and resistance.

Learning to Drive and Subsequent Driving Behavior

Many of the respondents indicated they were driving a vehicle (e.g., a tractor, pickup truck) on farm lands and back roads by the time they were ten years old, or for some as soon as they could reach the pedals; and most were driving into town before they took a driver education class or were licensed to drive. Few spoke about receiving occupant protection information before they began to drive. Instead, most were simply told to keep the vehicle on the road and travel at a safe speed.

The respondents acknowledged that they often travel at high speeds and attempt dangerous maneuvers while driving their pickups. Some spoke about the excitement associated with these behaviors, while others remarked that they enjoy "scaring" their friends by driving "fast and crazy." A large number of respondents said they have been involved in one or more crashes, some of which resulted in their being ejected from the cab of their trucks. Even persons injured in such crashes said they still **do** not wear their safety belts regularly. A number seemed to use the fact that they had survived the crash, while unrestrained, as the rationale for continuing to not wear a safety belt.

Many of the respondents said they wear their safety belt when driving on a highway, or when traveling in a "big town" or city. Some commented that they view highway driving as more dangerous, primarily because the driving behavior of other people is more unpredictable. They remarked that when driving in more congested metropolitan areas, they are at higher risk for a crash because traffic patterns change quickly and people tend to drive more aggressively. The respondents also said that they are more likely to wear their safety belt because

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Informational Needs of the Target Audience

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During the first wave of focus groups, the respondents provided information indicating that humor, truthfulness, drama, familiar images, and powerful visuals are elements that will “hook” them into paying attention to an ad. They added there are several popular themes which add to the appeal of a particular ad. These themes included tradition, family values, protection, responsibility, freedom of choice, sex appeal, friendship, sports, dogs/young kids, mutilation, and fate. However, not all of these tested well during the second wave of groups.

Concept Testing - Print Materials and PSAs

The “hooks” and “themes” cited by respondents during the first wave of focus groups were used as stimuli for developing the print, radio, and television PI&E materials that were concept tested during the second wave of groups. At least one hook and one theme was combined for the different concepts tested. Whenever possible, multiple hooks and themes were combined. For example, for one of the television PSA storyboards showing a boy with his dog, humor and a familiar image served as hooks, and tradition, protection, and a boy/dog relationship served as themes.

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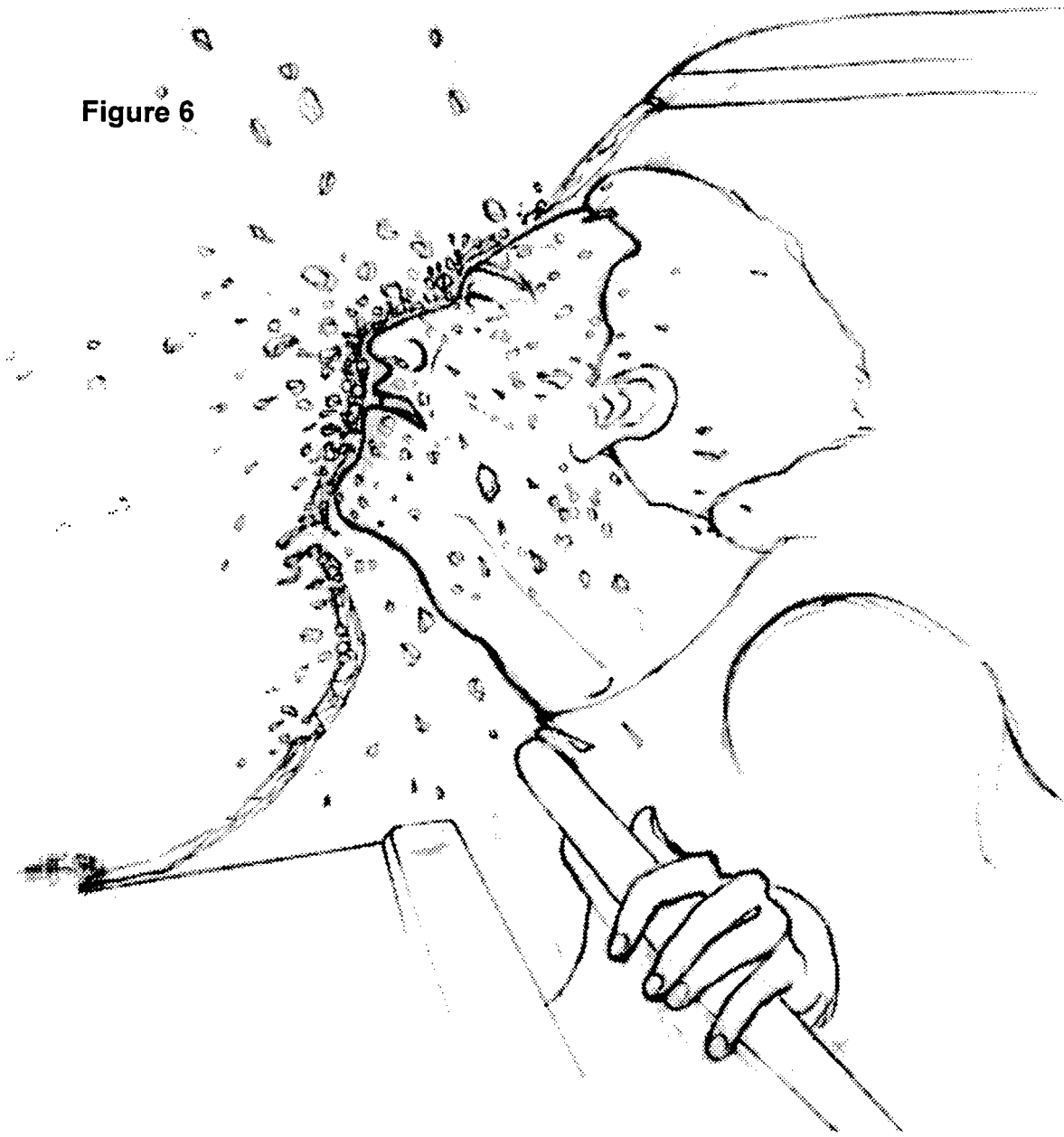
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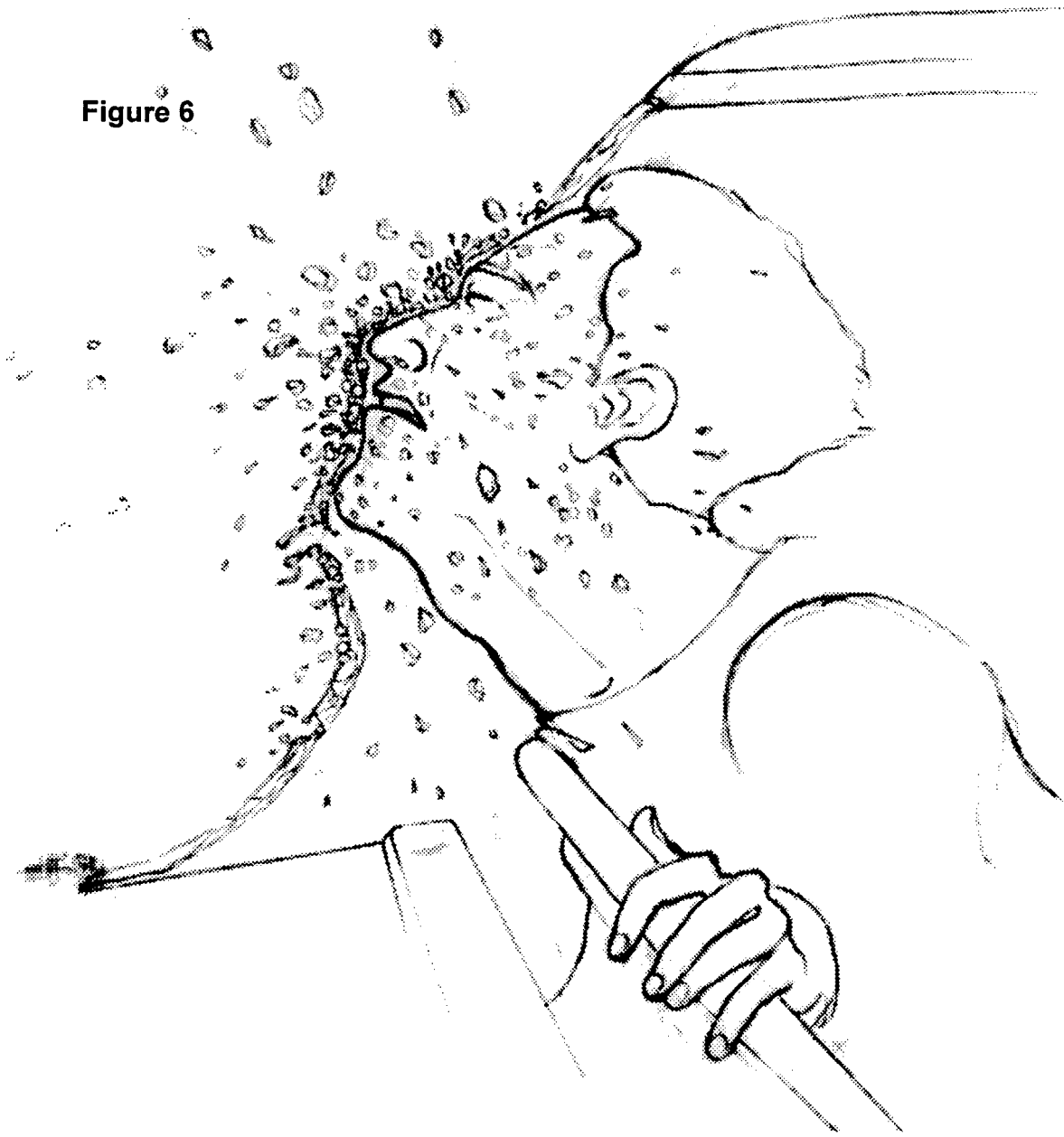
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Figure 6



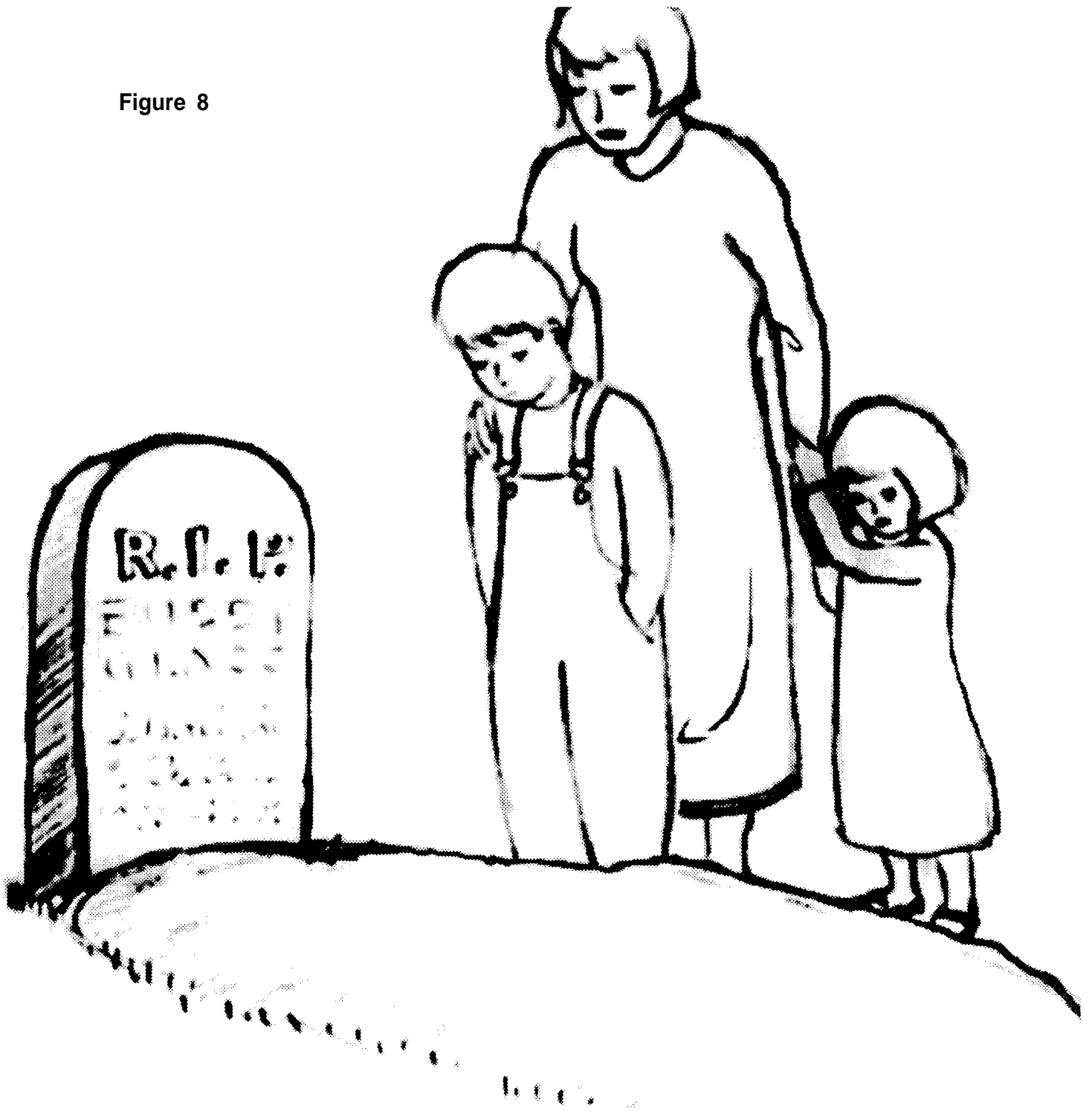
‘With a seatbelt, you’ll never go
through the windshield.
Buckleup.

Figure 6



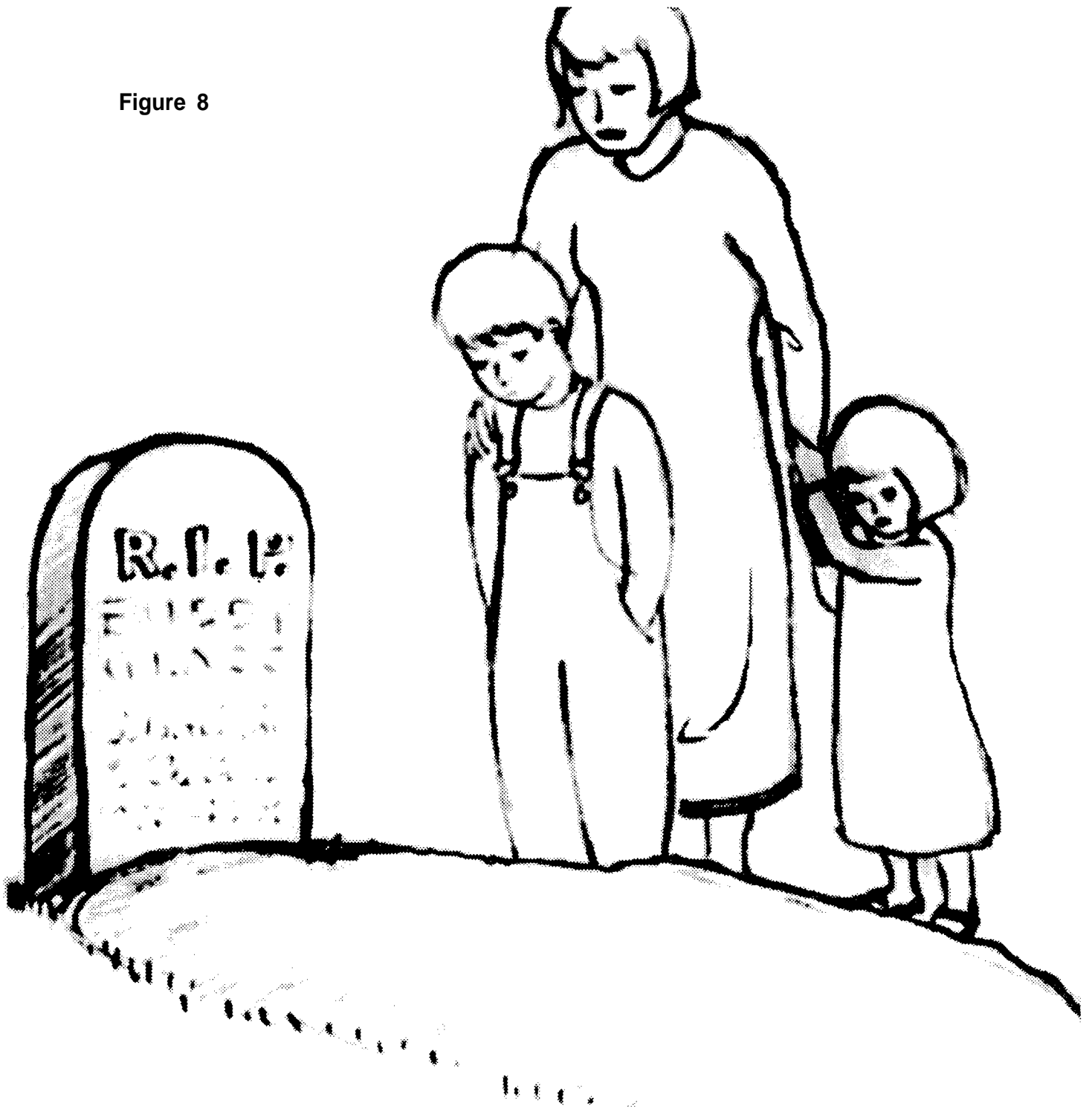
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Figure 8



Buckle up for the ones you love.

Figure 8



Buckle up for the ones you love.

Figure 9



Something might be missing if
you don't buckle up.



I've driven there 100 times
and never had a problem.



Figure 10

It only takes once.

badly wrecked pickup truck and a gravesite surrounded by loved ones. Most agreed that a very graphic image of a crash site (e.g., wrecked vehicle, police and rescue squad vehicles, EMTs, a body on the side of the road) would grab the attention of young male viewers, who typically will “rubberneck” when they drive past a crashed vehicle. The respondents also remarked that a gravesite scene is especially effective because a message emphasizing death as a consequence is clear, concise, and impactful.

“A wreck scene is very powerful. You can have a cloth over the victim; show he’s dead. You definitely need to combine the wreck with death; that’s the kind of thing that will catch people’s attention.” - Kentucky

“Gore is good; it gets right to the point.” - Kentucky

“Combining death and family is a good idea.” - Texas

“The grave gets right to the finality of it all.” - Texas

“There has to be something that makes you think about death.” - Texas

The reactions provided to the visual image of a young man in a wheelchair were equivocal. Some respondents indicated this was a powerful graphic which resonated with them because they would actually prefer death to spending the remainder of their life in a wheelchair. Others, however, said the wheelchair graphic would not effectively catch their attention. Some offered statements suggesting they were confused as to whether the wheelchair signified a “good” or “bad” outcome. Others indicated the person’s injury might not be too serious, and that he might be able to walk again later. Some said that the idea of being confined to a wheelchair elicits thoughts and feelings that are so negative that they would actually “block out” the image by either not attending to it (denial), or devising a coping strategy to make the image less intense (distortion).

“Nobody really wants to think about himself as being in a wheelchair, but if you have blood and gore, it will catch your eyes and you’ll want to read it,” - Texas

‘Death is clear and understandable, but a wheelchair is almost too scary; you can still get along, but you’re stuck forever in the chair.’ - Kentucky

Other images that did not clearly show a catastrophic outcome were deemed

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“It’s got a lot of feeling in it.” - Kentucky

“When anybody hears the innocent voice of a little girl, it will catch their attention.” - Kentucky

The radio PSA with the couple talking about “protection” was preferred by most of the respondents. They reacted enthusiastically to the spot, which begins with dialogue suggesting a condom ad, but then ends with a “buckle up” message. They indicated the use of “misdirection” in the ad, coupled with a humorous surprise ending, both grabbed and maintained their attention. They also said that unlike their reaction to most radio PSAs, they would not necessarily change the radio station when it came on, and would listen to it more than once.

“I’d definitely listen.” - Texas

“It’s funny; you want to listen to it.” - Texas

“It will still be funny tomorrow.” - Texas

“[It] sure will get people listening.” - Kentucky

“The humor catches your attention.” - Kentucky

“[I] would tell others to listen to it.” - Kentucky

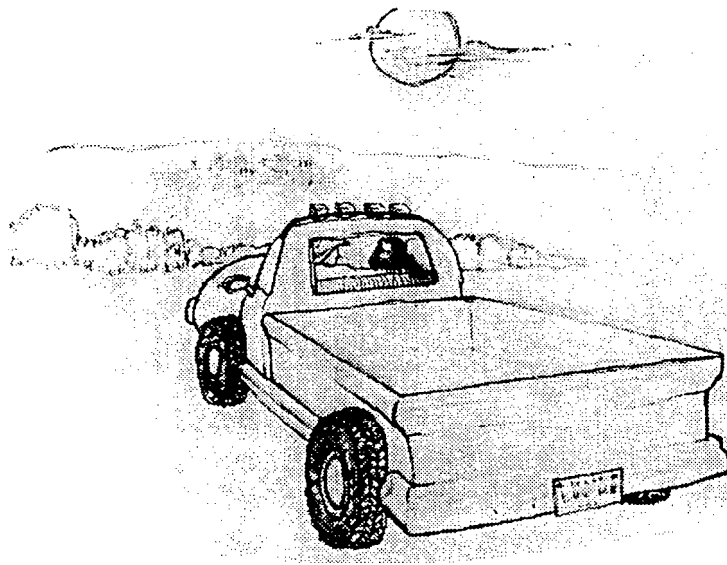
“You’d have to listen till the end of it to find out what they’re talking about. Even though it’s long you’d want to listen.” - Texas

Television PSA Message Testing

Several television PSA concepts were developed using hooks and themes obtained from discussions during the first wave of groups. These PSA ideas were subsequently tested during the second wave. Four-panel, black and white storyboards were designed to illustrate each of the PSA concepts.

The radio PSA with the young couple was illustrated for one of the storyboards, with the couple’s dialogue remaining the same (Figure 12). Similar to the radio PSA testing, the respondents reacted very favorably to this concept, noting that it was attention-getting, funny, reinforced the “safety” message with the surprise ending, and would be worth watching repeatedly.

“This one is really good. It keeps the viewer wondering and keeps him in suspense.” - Texas



Her: "Before we go any further, please put it on."

Him: "No, I don't want to."

40

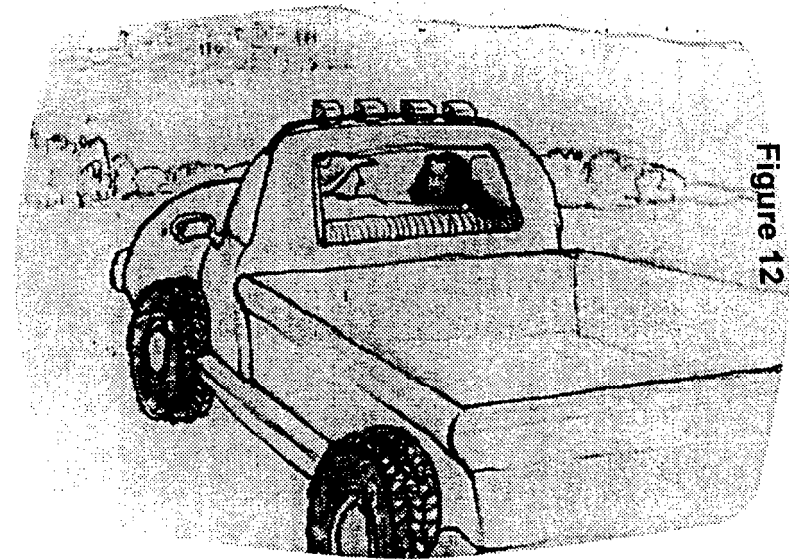
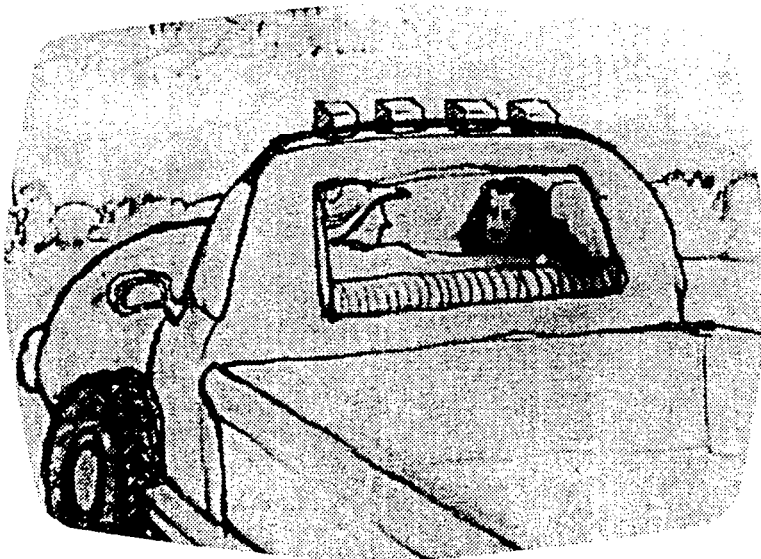


Figure 12

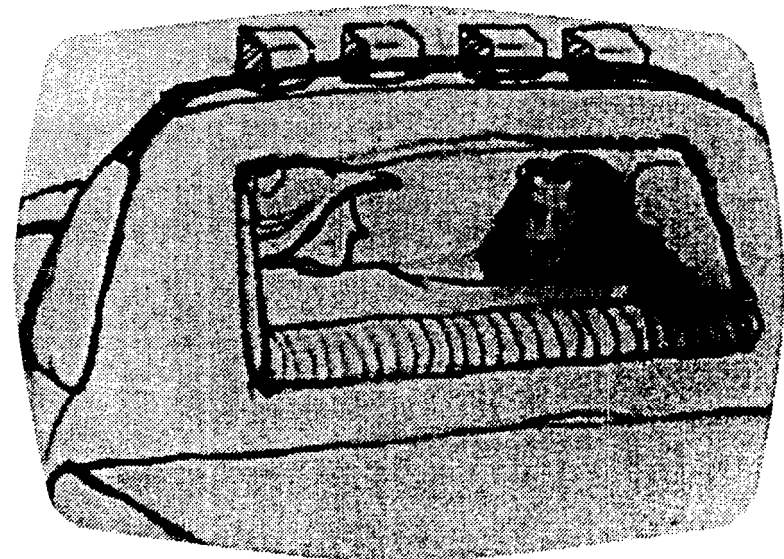
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Him: "But it's not comfortable. You know I don't like to wear one."



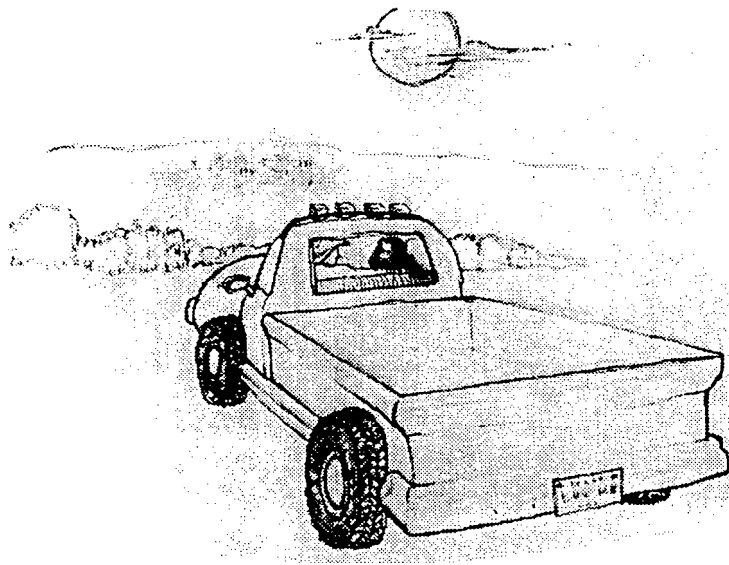
Her: "Please. let's be safe."

Him: "Oh, all right."



Protection is important.

Buckle up.



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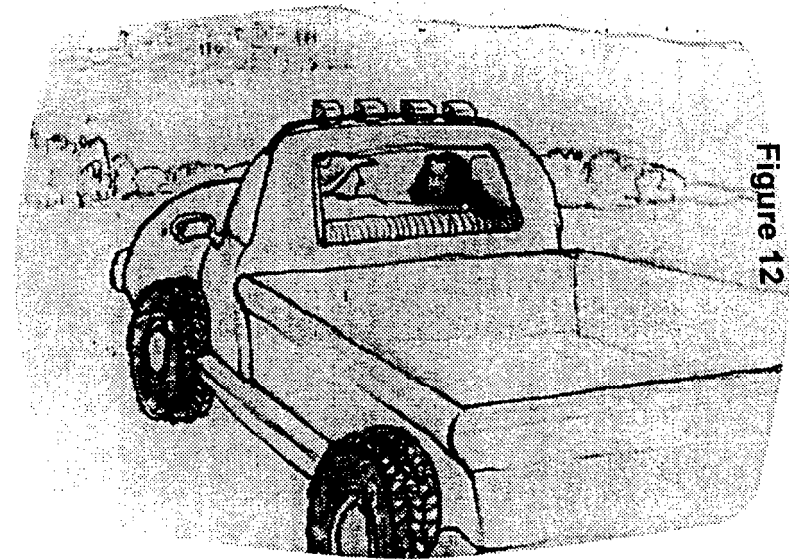
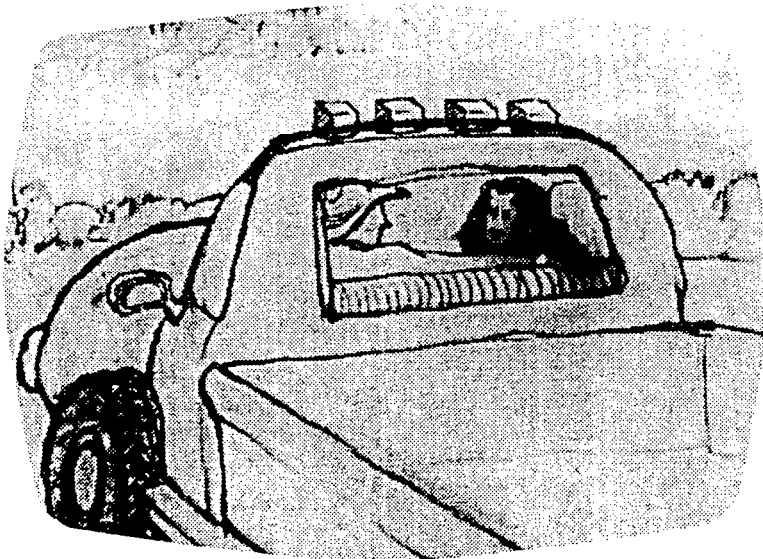


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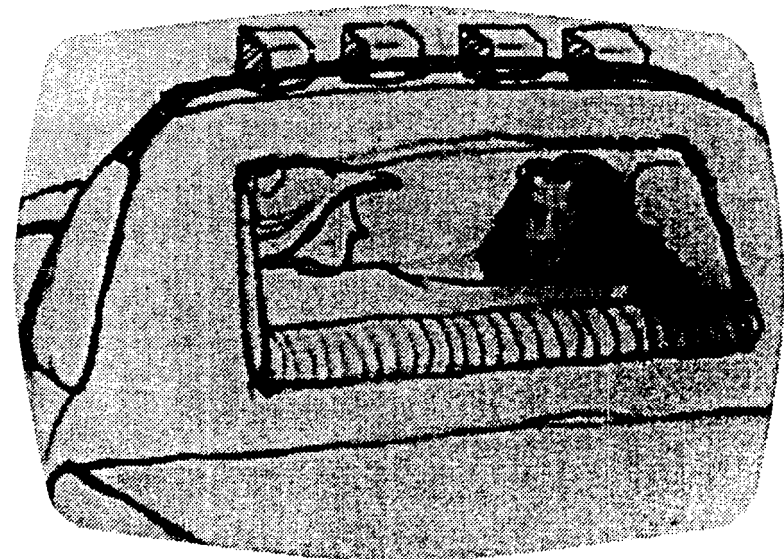
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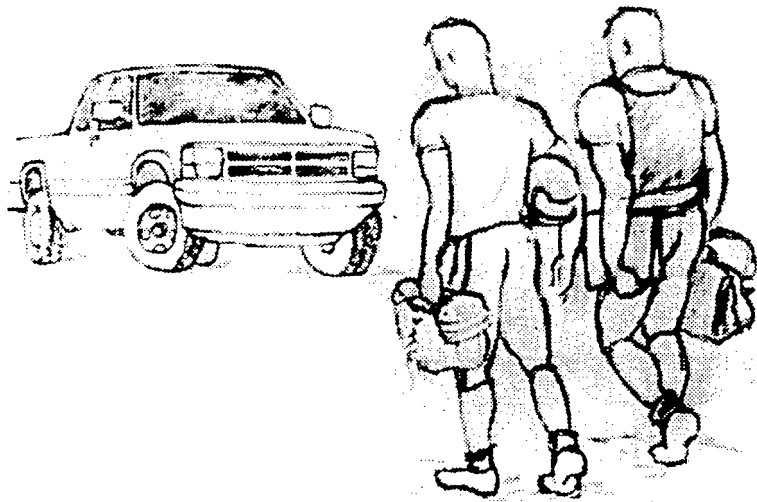
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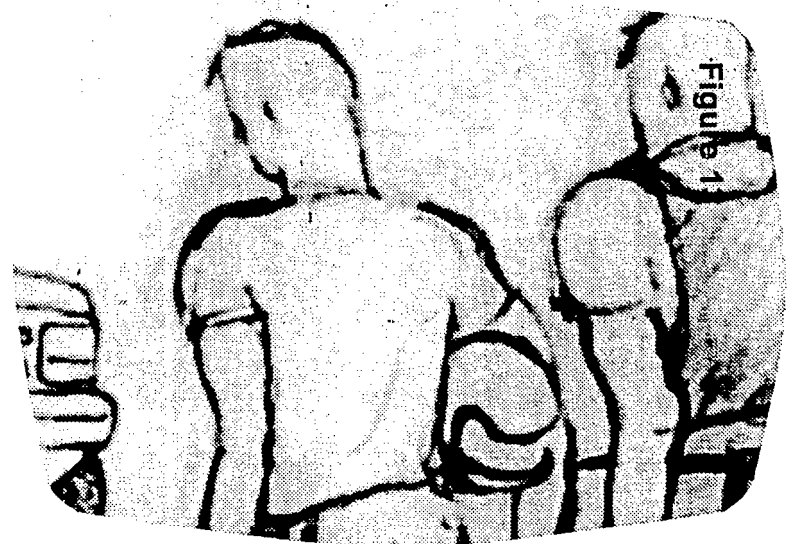


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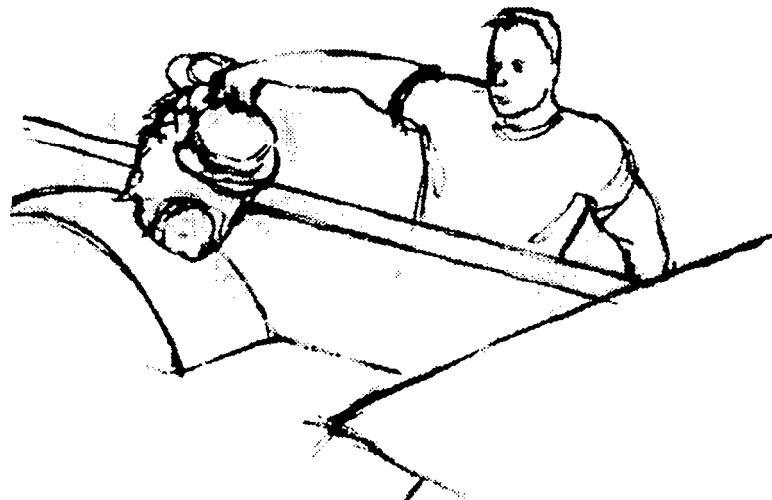
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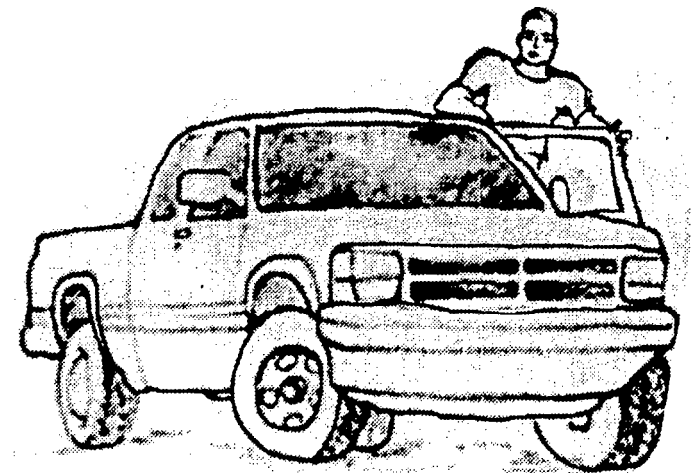
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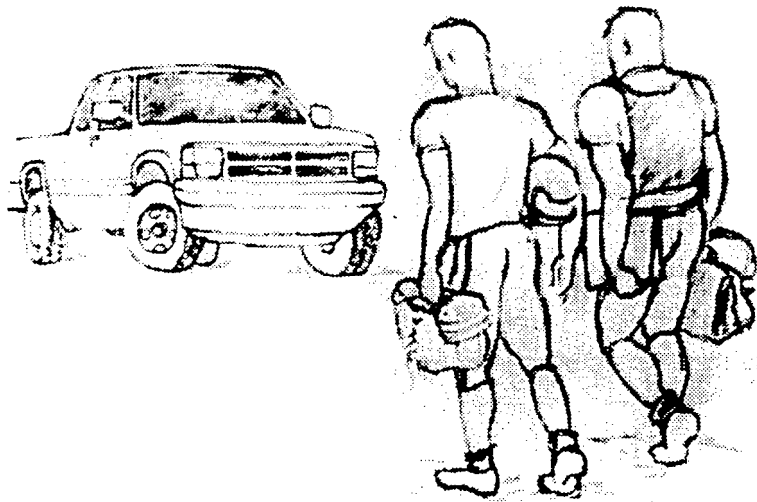
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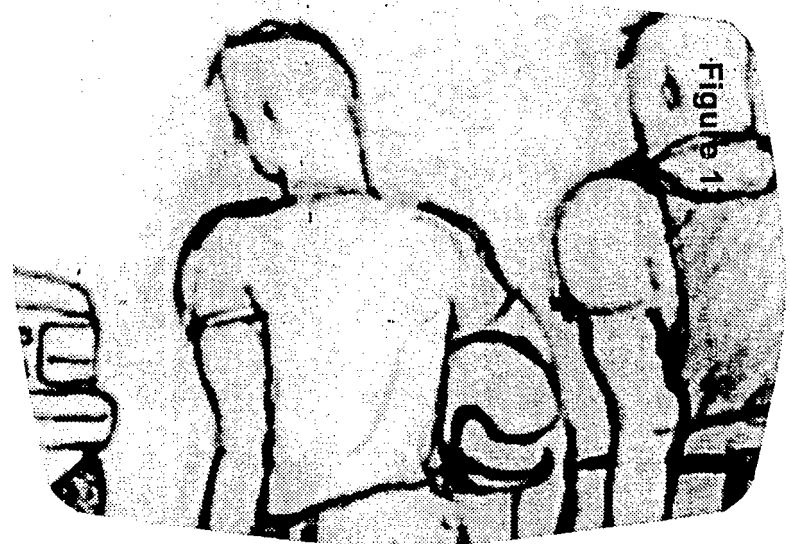
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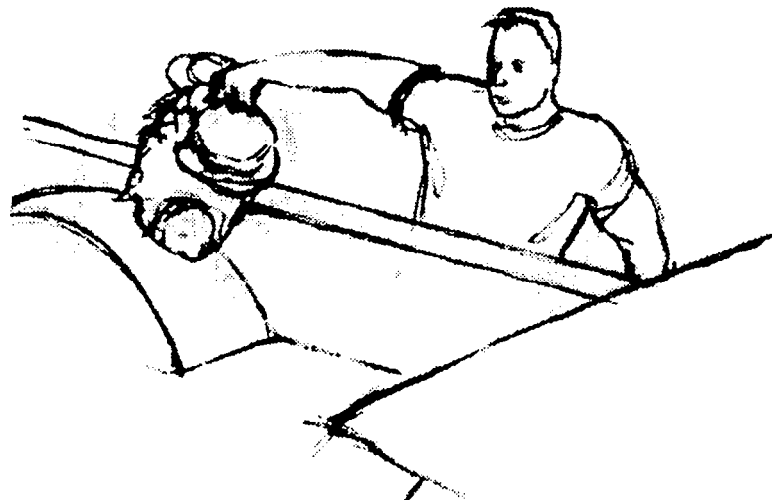
"Listen up. Buckle up."



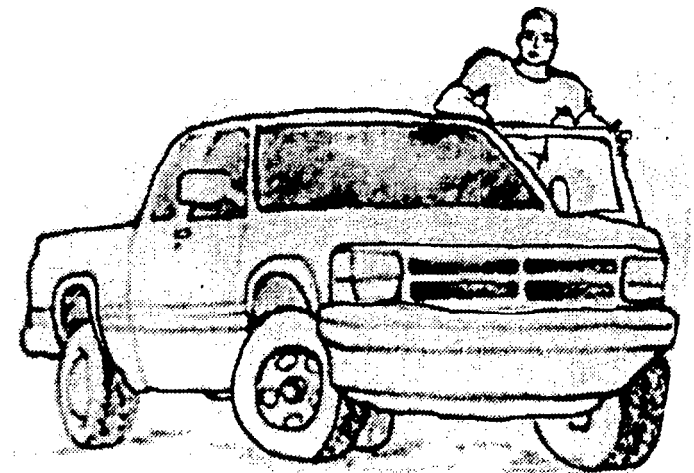
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Race/Ethnicity

While the Kentucky groups were comprised entirely of white non Hispanic respondents, half of the Texas groups were comprised of Hispanics, while the other half were comprised of white non Hispanics. The Hispanic participants were not the first-generation from their family in this country, and seemed to be comfortable with a small-town, west Texas way-of-life. The information they provided during the groups was largely indistinguishable from their white non Hispanic counterparts, suggesting they share the same attitudes, beliefs, and values with regard to family life, safety belt use, and effective PI&E strategies targeting young men. Furthermore, they indicated they prefer to receive their messages in English, rather than in Spanish.

The absence of discernible ethnic group differences suggests that in rural areas that do not contain a significant number of first-generation Hispanics, similar English-language program strategies can be used for a target audience comprised of both Hispanic and white non Hispanic young males.

Regionalism

While there were some expected differences found between Texas and Kentucky respondents with regard to interests and activities (e.g., rodeo in Texas, NASCAR racing in Kentucky), for the most part, the respondents shared similar attitudes and feelings about small-town life, their family and friends, safety belt use, and effective PI&E strategies. While some acknowledged that they would be more likely to attend to a message that began with, “in west Texas . . .,” or “in eastern Kentucky...,” they did not indicate it is necessary to personalize PI&E materials. Instead, they emphasized they are interested in any approach, whether regional or national, that presents information in a clever, eye-catching manner. Some even complained about campaigns, often designed elsewhere, that are meant to catch the attention of a rural audience, but instead insult the audience with “corny” visuals and misperceptions about rural life. This finding highlights the importance of conducting the social marketing research required to determine “consumer reality;” the values, beliefs, motivations, needs, and behaviors of the target audience.

Race/Ethnicity

While the Kentucky groups were comprised entirely of white non Hispanic respondents, half of the Texas groups were comprised of Hispanics, while the other half were comprised of white non Hispanics. The Hispanic participants were not the first-generation from their family in this country, and seemed to be comfortable with a small-town, west Texas way-of-life. The information they provided during the groups was largely indistinguishable from their white non Hispanic counterparts, suggesting they share the same attitudes, beliefs, and values with regard to family life, safety belt use, and effective PI&E strategies targeting young men. Furthermore, they indicated they prefer to receive their messages in English, rather than in Spanish.

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Denial and Distortion

When asked about the use of a wheelchair as a stimulus for PI&E materials encouraging young men to buckle up, many respondents said they did not believe this image would be particularly effective. This reaction, obtained during the concept testing (second wave), seemed disparate to the earlier statements (first wave) provided by many suggesting they would “rather die than live their life in a wheelchair.” Further discussion about this apparent “inconsistency” revealed that for many respondents, the prospect of being confined to a wheelchair is so abhorrent that they simply “block” their emotional-responding to such an image. Their use of primitive defenses such as denial and distortion serves them effectively and allows them to minimize the potential catastrophic outcome of being involved in a serious crash. For others, a wheelchair is a “confusing” image in that a person confined to a wheelchair may not be permanently restricted, and may one day be able to walk again. In developing PI&E materials designed to encourage young men to buckle up, it may therefore be more beneficial to select images that are less likely to elicit such powerful defense mechanisms, or cognitive confusion.

Fatalism

Many of the respondents admitted that they have adopted a fatalistic approach to “life and death.” Some emphasized that they believe when it is your time to die, there is nothing you can do to alter this outcome. Others, while also acknowledging the role of fate, said that while it might not be possible to change “what is meant to be,” a person should not act in a reckless manner and then attribute the outcome to fate. For example, a number mentioned that driving while intoxicated would be an example of “tempting fate.” Most did not, however, view safety belt nonuse in a similar manner. For this reason, it is unlikely that PI&E materials emphasizing safety belt use as a way of mitigating fate would be effective.

Cognitive Dissonance

Many respondents indicated that they have difficulty reconciling the message, “Seat Belts Save Lives” with their personal experiences, as well as with information they have obtained from family, physicians, law enforcement officials, and EMTs indicating that in certain types of crashes, a person may suffer less severe injuries if he is not wearing a safety belt. While most acknowledged that safety belts probably improve your chance of not being thrown into the windshield in a front-end crash, many also provided anecdotes about a driver surviving a potentially fatal crash because he was ejected from the cab of his pickup truck. A number of respondents said they would like to see some accurate figures that would tell them how effective safety belts actually are for reducing serious injuries in pickup truck crashes.

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The focus group information indicated that in order to make the first four promises believable (the **support**), it is necessary to design public information and education (PI&E) materials using various “hooks” and “themes” which remind young men that if they want to be perceived as caring, protective, and empathic family members who respect those around them and do not want to cause loved ones terrible pain (the **image**), they will use their safety belt. A variety of venues, times, and places (the **windows**) need to be considered to support these promises and convey the desired image. The respondents suggested using a multimedia campaign with graphic crash images and reminders of loved ones who are left behind to grieve. They indicated that other PI&E materials could use clever humor and familiar images to reinforce the theme of protection (e.g., the radio and television public service announcements with the couple in the pickup truck), adding that humor can be memorable and can reinforce the saliency of a message. They remarked that they did not want to be inundated with a single message or image. Some said they would be more receptive to PI&E materials while at home, while others said they would be more receptive while driving in their pickups.

The fifth effective promise cannot be supported simply by PI&E materials, but will only be made believable by strict state and local enforcement of the safety belt law (preferably a primary law). While some respondents remarked they would resent such strict enforcement, many agreed they would use their safety belt because they would not want to waste their money (the image) paying a large fine. As with the other PI&E materials, there would be numerous windows available to support this image.

Clearly, for this target audience, it would be unproductive to simply emphasize that for their own personal safety, they should use safety belts. Likewise, it would be unproductive, and probably counterproductive, to emphasize that they should use safety belts to comply with the present safety belt law, which they view as both unreasonable and ineffectively enforced. Instead, they need to be reminded, in a variety of ways, of the immediate consequences associated with

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Lamb County is located in northwest Texas, 40 miles northwest of Lubbock. According to the 1990 Census data, all county residents live in rural areas. The county has approximately 14,000 people, 88% of whom are white. Of these, approximately 37% are of Hispanic decent. Approximately 24% of adults have less than a ninth grade education, and about 11% graduate from college. The median household income is slightly under \$23,000, and approximately 32% of the adult residents earn less than \$15,000 annually. Unemployment averages just under 4%.

Littlefield is the county seat for Mitchell County and was one of the sites observed during the *1994 Study of Safety Restraint Use in 25 Rural Texas Towns*. Observational data indicated that between 1993 and 1994, passenger restraint use for all vehicles observed increased by 23%; however, only 14% of all pickup truck drivers used restraints, versus 43% for other passenger vehicles. Overall, pickup trucks comprised 33% of the observational sample. According to data obtained from the Accident Records Bureau at the Texas Department of Public Safety, in 1994 there were 22 pickup truck crashes in Lamb County involving male drivers ages 16-39 years.

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5. Television, radio, and magazines ads designed to get your attention are typically developed elsewhere!, What feelings do you have about the way in which these messages are presented? - probe for likes and dislikes; what catches their attention in ads (e.g., fast and powerful cars)

6. Away from home, what are your favorite forms of relaxation and/or recreation? - probe for social activities; clubs and organizations; athletic events/activities; night life

B. LEARNING TO DRIVE

1. How did you learn to drive?

2. What type of on-the-road training and driver education did you have?

3. I already asked you how living here is different from living in a suburb/city. How is driving different here than it is in a suburb or city? - probe for perceptions about safety, number of crashes

4. What is it that you enjoy about driving? - probe for feelings of autonomy, freedom

5. If you were teaching a friend or younger brother or sister how to drive, what are the most important things that you would tell them?

6. What kind of information were you given about safety? How about occupant safety/using seatbelts? Where did you get this information? In what way, if any, does it affect your behavior?

C. DRIVING A PICKUP TRUCK

1. All of you drive pickup trucks. What do you like about driving a truck?

2. How is driving a truck different from driving a car? - probe for emotions, perceptions about safety

3. Most of you probably know the song "Pickup Man?" What do you think of it? Is it true that "there's something women like about a pickup man?"

D. SELF-ESTEEM

1. What kinds of things have you done that make you feel good about yourself? - probe for both self-statements and outside messages, feelings of independence, self-reliance and self-sufficiency; autonomous decision-making, emotional support from family/others

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I. SEATBELT USAGE ISSUES

1. (Moderator displays picture of a seatbelt). What do you call this?
2. What do you think of when you hear . . . (use terms provided in response to #1)?
3. All of you have indicated that you either do not use a **seatbelt** or only use one sometimes when you travel. What are some reasons for this? - probes include forgetting; not believing they will ever be involved in a crash; not believing they really help following a crash, worrying they might actually be dangerous (e.g., get stuck after a crash and prevent escape), traveling short distances, not enough belts for all passengers, discomfort, other negative feelings
4. In what ways, if any, do you believe seat belts could possible help during a crash? - probes include helping driver stay behind the wheel of the car; preventing passenger from colliding with driver
5. Are you really taking much of a risk by not wearing your belt? If not, what -makes you think so? - probe about No Fear logo on clothing; identification with invincible characters from movies (e.g., Die Hard, Terminator, Lethal Weapon)
6. Even if the actual risk of being in a crash is low, are there any possible crash outcomes so catastrophic that you would always want to protect yourself against?
7. What if anything, might influence you to change your behavior? - probes include significant others (friends, family, girlfriends/spouses), serious law enforcement, other reminders

J. LAW ENFORCEMENT AS AN INFLUENCER

1. In **Kentucky/Texas**, the state law indicates that if the driver of a vehicle fails to use a seatbelt, he can be given a ticket and fined (). What do you think about this law? - probe for both emotional reaction and how this law may influence behavior; is the law really a "suggestion," rather than a "mandate"
2. How strongly is the seat belt law enforced by the town/county police? How about the state police? -- probe for differences in terms of personal relationships/familiarity with local vs. state authorities
3. If the **seatbelt** law was enforced very strongly, would it make a difference is whether you use a belt? What are some reasons?

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N. FINAL THOUGHTS

1. You have seen a lot of different materials and discussed some ways we might be able to encourage young men who drive pickup trucks to wear seatbelts. What final thoughts do you have about what is needed for an effective program to encourage you to wear your **seatbelt** in your pickup?

III. CLOSING [10 minutes]

Thank you again for taking the time to meet with me today. Before closing, do you have any additional comments that you would like to offer about the topics we discussed? (If not, conclude the session; if so, briefly allow further discussion). Let me give you your stipend for participating today/tonight. Again, thank you.

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What is the main point of this ad?
How does this ad make you feel?
What might you do as a result of seeing this ad?
To what extent do you believe this ad?
How relevant does this ad seem to you?
How attention-getting is this ad?
What is appealing to you? Unappealing?
What is understandable? Not clear?

IV. COMPARISON/CONTRAST [10 MINUTES]

1. Now that you have seen all of the artwork, write down your three top choices for posters or ads. (Allow respondents to complete this task). Now, write down your two least favorite choices.
2. Let's go around the room. I'd like each of you to share the responses you've written down.

[Note: Moderator asks the following questions]:

What makes this your top choice? Your second choice?
What could be done to improve the ads you liked best?
What makes this your bottom choice?
What other information, if any, would you want or need?

V. STORY BOARDS [20 MINUTES]

1. I'm going to show you some story boards. These are meant to tell a story that conveys an important message. They will be used to develop short television or radio commercials promoting the importance of **seatbelt** usage. As with the other artwork, these are in rough form. Again, I'm looking for your reaction to the idea of the story, not the specific artwork you are viewing.

[Note: The story boards will be shown one-at-a-time. Respondents will be asked to write down brief responses to the first two questions before discussing the other questions]

What is the main point of this story?
How does this story make you feel?
What might you do as a result of seeing/hearing this story?
To what extent do you believe this story?
How relevant does this story seem to you?
How attention-getting is this story?
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What is the main point of this ad?
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What is understandable? Not clear?

IV. COMPARISON/CONTRAST [10 MINUTES]

1. Now that you have seen all of the artwork, write down your three top choices for posters or ads. (Allow respondents to complete this task). Now, write down your two least favorite choices.
2. Let's go around the room. I'd like each of you to share the responses you've written down.

[Note: Moderator asks the following questions]:

What makes this your top choice? Your second choice?
What could be done to improve the ads you liked best?
What makes this your bottom choice?
What other information, if any, would you want or need?

V. STORY BOARDS [20 MINUTES]

1. I'm going to show you some story boards. These are meant to tell a story that conveys an important message. They will be used to develop short television or radio commercials promoting the importance of **seatbelt** usage. As with the other artwork, these are in rough form. Again, I'm looking for your reaction to the idea of the story, not the specific artwork you are viewing.

[Note: The story boards will be shown one-at-a-time. Respondents will be asked to write down brief responses to the first two questions before discussing the other questions]

What is the main point of this story?
How does this story make you feel?
What might you do as a result of seeing/hearing this story?
To what extent do you believe this story?
How relevant does this story seem to you?
How attention-getting is this story?
What is appealing to you? Unappealing?
What is understandable? Not clear?

VIII. CLOSING [10 minutes]

Thank you again for taking the time to meet with me today, Before closing, do you have any additional comments that you would like to offer about the topics we discussed? (If not, conclude the session; if so, briefly allow further discussion), Let me give you your stipend for participating today/tonight. Again, thank you.

VIII. CLOSING [10 minutes]

Thank you again for taking the time to meet with me today, Before closing, do you have any additional comments that you would like to offer about the topics we discussed? (If not, conclude the session; if so, briefly allow further discussion), Let me give you your stipend for participating today/tonight. Again, thank you.

5. How long have you lived in Floyd/Carroll County?
- () more than three years; continue
() less than three years; thank and terminate
6. Have you participated in a research or focus group in the past year?
- () no; continue
() yes; thank and terminate

[FOR GROUPS 3 AND 4 ONLY]

7. Are you married (not separated)?
- () yes; at least 3, no more than 8 per group, continue
() no; at least 3, no more than 8 per group, continue

Participant's Name: _____

Address: _____

Telephone: _____

Group Assignment: _____

Notes to Recruiter:

1. Vehicle ownership is not a variable.
2. Employment status is not a variable.
3. Educational level is not a variable.
4. Public assistance participation is not a variable.

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Notes to Recruiter:

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5. Have you driven your truck during the past week?
- () yes, continue
() no; thank and terminate
6. How long have you lived in Lamb/Mitchell County?
- () more than three years; continue
() less than three years; thank and terminate
7. Have you participated in a research or focus group in the past year?
- () no; continue
() yes; thank and terminate

[FOR GROUPS 3 AND 4 ONLY]

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